

2



A SURVEY OF CIVILIAN FOOD SERVICE MANAGEMENT TRAINING PROGRAMS

AD-A156 965

BY
C. A. SALTER
J. B. KNIGHT
AND
L. E. SYMINGTON

DECEMBER 1984

APPROVED FOR PUBLIC RELEASE;
DISTRIBUTION UNLIMITED

UNITED STATES ARMY NATICK
RESEARCH AND DEVELOPMENT CENTER
NATICK, MASSACHUSETTS 01760-5000

DTIC
ELECTE
JUL 25 1985
1

DTIC FILE COPY

85 7 16 102

Disclaimers

The findings contained in this report are not to be construed as an official Department of the Army position unless so designated by other authorized documents.

Citation of trade names in this report does not constitute an official endorsement or approval of the use of such items.

DESTRUCTION NOTICE

For classified documents, follow the procedures in DoD 5200.1-R, Chapter IX or DoD 5220.22-M, "Industrial Security Manual," paragraph 19. For unclassified documents, destroy by any method which precludes reconstruction of the document.

Unclassified

SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM
1. REPORT NUMBER NATICK/TR-85/014	2. GOVT ACCESSION NO. AD-4156 965	3. RECIPIENT'S CATALOG NUMBER
4. TITLE (and Subtitle) A SURVEY OF CIVILIAN FOOD SERVICE MANAGEMENT TRAINING PROGRAMS		5. TYPE OF REPORT & PERIOD COVERED
7. AUTHOR(s) Charles A. Salter, John B. Knight and Lawrence E. Symington		6. PERFORMING ORG. REPORT NUMBER NATICK/TR-85/014
9. PERFORMING ORGANIZATION NAME AND ADDRESS U.S. Army Natick Research & Development Center STRNC-YBH Natick, MA 01760-5020		8. CONTRACT OR GRANT NUMBER(s)
11. CONTROLLING OFFICE NAME AND ADDRESS U.S. Army Natick Research & Development Center ATTN: STRNC-YBH Natick, MA 01760-5020		10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS O&MA 728012.19000 Task # O. 8332.11 Work Unit NM 81-22
14. MONITORING AGENCY NAME & ADDRESS (if different from Controlling Office)		12. REPORT DATE December 1984
		13. NUMBER OF PAGES
		15. SECURITY CLASS. (of this report)
		15a. DECLASSIFICATION/DOWNGRADING SCHEDULE
16. DISTRIBUTION STATEMENT (of this Report) Approved for public release; distribution unlimited.		
17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)		
18. SUPPLEMENTARY NOTES		
19. KEY WORDS (Continue on reverse side if necessary and identify by block number) FOOD SERVICE MANAGEMENT TRAINING EDUCATIONAL TRAINING INDUSTRIAL TRAINING MARINE CORPS NAVY SURVEYS STATE OF THE ART QUESTIONNAIRES TRAINEES		
20. ABSTRACT (Continue on reverse side if necessary and identify by block number) To discover state-of-the-art techniques for possible use in the U.S. Navy/Marine Corps food service management training programs, a survey of food service management training techniques in the private sector was conducted. Responses to comprehensive questionnaires were obtained by mail from 20 heads of industry training programs, 42 professors in college educational programs, and 183 trainees in college programs. The results stressed the importance of effective screening of applicants		

DD FORM 1 JAN 73 1473

EDITION OF 1 NOV 65 IS OBSOLETE

Unclassified

SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

Unclassified

SECURITY CLASSIFICATION OF THIS PAGE(When Data Entered)

for training programs, communicating goals of the programs to trainees, and ensuring motivation of trainees. Specific topics which should be covered in a comprehensive food service management training program were also indicated, including communications, computers, and 18 other topics. Various training techniques were rated for effectiveness, with the top five being seminars/group discussion, lectures, role playing, on-the-job training and laboratories, listed in order of declining effectiveness. It was further concluded that techniques for evaluation of training effectiveness should be flexible, with the evaluation technique carefully matching the training technique.

Unclassified

SECURITY CLASSIFICATION OF THIS PAGE(When Data Entered)

PREFACE

This study was conducted by the Behavioral Sciences Division, Science and Advanced Technology Laboratory (SATL), of the U.S. Army Natick Research and Development Center, in response to the United States Navy Requirement NM 81-22, Navy/Marine Corps Food Service Management Training/Development program. It was conducted by mail at colleges, universities, and industry training programs nationwide.

The authors wish to thank all the program administrators, trainers, and trainees who participated by completing and returning questionnaires. We also wish to thank Ms. Karen Campetti, Mr. Robert Swain, and Ms. Teresa Hovagimian for their assistance with data reduction and analysis.



TABLE OF CONTENTS

	Page
Preface	iii
List of Tables	vii
Introduction	1
Survey Method	1
Industry Training Programs Selected	1
Educational Programs Selected Questionnaires	1
Procedures	3
Results	3
Selection of Trainers	3
Sources of Management Trainees	4
Important Traits for a Manager to Possess	4
Motivating Managers	6
Communication of Objectives	7
The Typical Training Program	8
The Typical Educational Program	8
Topics Covered in Initial Training	9
Management Training Techniques in Use	12
Evaluation Techniques in Use	14
Recommendations	16
Appendices: List of Contacts and Survey Forms	
A. Industry Training Programs Surveyed	20
B. College and University Programs Surveyed	22
C. Hospitality Management Trainer Survey	23
D. Hospitality Educator Survey	28
E. Hospitality Management Trainee Survey	34

PREVIOUS PAGE
IS BLANK

LIST OF TABLES

	Page
Table 1: Factors Important in the Selection of Trainers	4
Table 2: Sources of Potential Managers for Training Programs	4
Table 3: Most Important Traits for a Manager to Possess	5
Table 4: Ranking of Factors Considered Effective in Motivating Managers	6
Table 5: Communication of Objectives	7
Table 6: The Typical Training Program	8
Table 7: The Typical Educational Program	9
Table 8: Percentage of Programs Covering a Given Topic	10
Table 9: Management Training Techniques in Use	12
Table 10: Evaluation Techniques in Use	15

A SURVEY OF CIVILIAN FOODSERVICE MANAGEMENT TRAINING PROGRAMS

INTRODUCTION

A survey of foodservice management training techniques in the private sector was carried out as part of the U.S. Navy/Marine Corps Food Service Management Training/Development Program. This report describes the methods and results of that survey effort. The report (1) summarizes the content matter covered and the state-of-the-art training techniques used by both educational and industrial training programs, and (2) uses these findings to suggest recommendations for how Navy/Marine Corps foodservice management training might be improved.

SURVEY METHOD

INDUSTRY TRAINING PROGRAMS SELECTED

An effort was made to identify the major types of civilian training programs and ensure adequate coverage of each type. The basic subgroups identified were those at (1) fast food restaurant chains, (2) full service restaurant chains, (3) hotel chains, (4) institutional-employee feeding systems, and (5) miscellaneous (e.g., vacation resorts). The source of names was CHART (the Council of Hotel and Restaurant Trainers), whose membership rolls include representatives from virtually all major industry training programs.) See Appendix A for the list of the 53 training programs chosen for the sample.

CONTACTS. The head of each training program was contacted by mail, thus there were 53 trainers contacted. Each director was asked to complete a trainer questionnaire or ensure that one of his staff trainers would do so. Each training director was also asked to distribute questionnaires to some trainees. If he agreed, each was asked how many survey forms should be sent. Trainee opinions were considered important, too, since trainees in industry tend to be older and more experienced in their fields, entering into management training not at the beginning of their careers, but at some later point. It was anticipated that a large proportion of trainers would agree and that most of these would be able to survey about 5 to 20 trainees each. The size of this sample was thus expected to become about 150 or 200 or even more.

EDUCATIONAL PROGRAMS SELECTED

The basic subgroups identified among hospitality educational programs were those at (1) public or state-supported universities having both undergraduate and graduate programs, (2) private universities having both levels of programs, and (3) colleges with only undergraduate programs. The source of institutional names was a standard reference book listing the educational institutions of the United States and describing the programs they offer. The institutions were chosen from all regions of the United States, both from heavily urbanized and more rural areas. See Appendix B for the exact list of the 42 educational programs chosen for this sample.

CONTACTS. One educator was chosen from each institution and contacted by mail, asking if he would fill out an educator questionnaire. Thus, 42 educators were contacted. Whereas industry trainers were asked to provide a panel of trainees for the survey, it was decided not to ask educators to distribute questionnaires to students in their classes.

QUESTIONNAIRES

A separate questionnaire was developed for each of the three groups to be studied, although many questions were the same for all three.

Common Questions. All respondents were asked to rank what personal traits were most important for potential managers to possess, what training techniques were used for each type of training, how training objectives were communicated, which topics were covered in initial training, which factors most motivated managers, and what types of evaluation were used for each type of training. These questions, found in all three questionnaires, dealt with the basic topics that apply to all three categories of respondents and the answers to which could provide an overall view of a comprehensive program, including communication of goals, topics covered, training techniques used, and evaluation methods used.

Trainer Questionnaire. The questionnaire for trainers (see Appendix C) was addressed to persons responsible for hospitality management training at major industrial training centers. In addition to the common questions the trainer questionnaire had certain questions which overlapped with either the educator or the trainee questionnaire, but not both. These will be discussed below. There were also two unique questions appropriate only for this group: #1, dealing with where industry selected its managers, and #11, dealing with how trainers were selected.

Educator Questionnaire. The questionnaire for educators (see Appendix D) was addressed to persons who were either directors of, or senior faculty members in, college or university departments of hospitality management. In addition to the six basic questions found in all three questionnaires, this one shared question #8 with only the trainer questionnaire. This question, which dealt with the kind of certification required for graduation, was appropriate only for people in charge of training programs, not new trainees. There was also one unique question, #2, which dealt with the topic of the number of credit hours offered by the college in each area of management training. Finally, question #9 overlapped with the trainee questionnaire and asked which training techniques were considered most effective.

Trainee Questionnaire. The questionnaire for trainees (see Appendix E) was addressed to trainees in the hospitality management training programs run in industry by the trainers who were also being surveyed. In addition to the six core questions (which were numbered differently in each questionnaire), this one had two questions in common only with the trainer questionnaire. These were #2, on the types of training covered and the time spent on each,

and #3, on the type of location for the training center. The former was basically equivalent to #2 on the educator questionnaire, but was different in format. The educator version presented course titles and asked how many days were spent on each. The final question on the trainee questionnaire (#10) dealt with how long the respondents had been in their training programs.

PROCEDURE

Several steps were taken to ensure a good response rate to this mail survey. First, all trainers and educators were contacted by phone or mail in advance, told about the purposes and importance of the study, and asked whether they were willing to participate. Only those who expressed their willingness to respond were sent survey forms. While it could be argued that asking for volunteers like this introduces bias, Kruglanski (1973)¹ reports that as a rule, the questionnaire responses of volunteers do not differ significantly from those of nonvolunteers. Secondly, the surveys had simple instructions and were short and easy to fill out, as described above, thus encouraging their completion. Third, self-addressed stamped envelopes were enclosed so that respondents could return the forms with minimal effort and no expense. Fourth, potential respondents were assured of anonymity so that they need not worry about answers they gave being revealed to others. Finally, some weeks after questionnaires had been mailed to them, respondents were reminded by mail or phone to please fill out and return the survey if they hadn't already done so. Altogether, these precautions were designed to ensure a very healthy return rate for trainers and educators. The problem of ensuring return rates of mailed questionnaire did not apply to trainees, since their trainers handed the forms out to them in class and later collected and returned them.

As it turned out, 20 of the 53 trainers (37.7%) and 29 of the 42 educators (69.0%) contacted completed the surveys. This overall return rate was quite acceptable.² There were 183 trainee surveys completed, an average of about 9 from each of the 20 Industrial organizations participating. It is not completely clear why the return rate was almost twice as high among educators compared to trainers. Perhaps one reason was the more rapid turnover among trainers. Several of the trainers contacted initially were gone by the time of the final telephone contact. Also, educators may be more sensitive to the importance of social research.

RESULTS

SELECTION OF TRAINERS

The heads of training programs were asked to rank a number of characteristics as to their importance in the selection of trainers for management training programs. These factors and the results are listed in Table 1.

In this table, "1" is the highest rank, and the factors are listed in order of descending importance. As can be seen, the most important factor was demonstrated communication skills, followed by prior company experience, previous management experience, and field experience. Ranked much lower were various kinds of degrees and certifications. Oddly, previous teaching

experience was ranked low despite its obvious relevance to training. Clearly, these heads of training programs considered industry experience to be far more important than academic qualifications for trainers, which is the reverse of the usual way educational institutions view the process of selecting educators.

TABLE 1. Factors Important in the Selection of Trainers

<u>CHARACTERISTIC:</u>	<u>MEAN RANK:</u>
Demonstrated communication skills	2.05
Prior company experience	3.63
Previous management experience	3.65
Field experience	4.55
Bachelor's degree	7.21
Background in foods	7.36
Previous teaching experience	7.84
Certification	8.57
Advanced degree	8.63
Hotel/restaurant degree	9.00

SOURCES OF MANAGEMENT TRAINEES

Trainers were also asked about the sources of potential managers, i.e., from where they select trainees for management training. The results are in Table 2.

TABLE 2. Sources of Potential Managers for Training Programs

<u>SOURCE:</u>	<u>PERCENT:</u>
Promoted from within	38.8%
Attracted from ads	29.2
Recruited from colleges	11.1
Recruited from competitors	10.6
Other	10.3
Total:	100.0%

As can be seen, the largest single segment (38.8%) was those who were promoted from within. In addition, 29.2% were attracted from advertisements, 11.1% were recruited from colleges, 10.6% were recruited from competitors, and 10.3% were brought in from a variety of other sources. All told, this means that the majority of trainees (61.2%) were brought in from outside the company or restaurant chain, while only a bit more than one-third (38.8%) were promoted from within.

IMPORTANT TRAITS FOR A MANAGER TO POSSESS

What do trainers look for when selecting trainees for management positions? What do educators think are important characteristics for managers to have? Do trainees tend to agree? Table 3 has the results. In this table, the traits are listed in descending importance as ranked by educators. Ties are indicated by two or more traits sharing the same number.

TABLE 3. Most Important Traits for a Manager to Possess

TRAIT:	MEAN RANK OF		
	EDUCATORS (N = 29)	TRAINERS (N = 20)	TRAINEES (N = 183)
Motivation to succeed	1	2	1
Oral communication skills	2	4	4
Intelligence	3	5	5
Attitude of hospitality	4 ^c	8.5	12 ^c
Enthusiasm	5	8.5	7
Technical skills	6 ^c	11	11 ^c
Ability to train	7 ^c	10 ^b	2 ^{b,c}
Attention to detail	8	14	6
Sense of priority	9 ^c	7	3 ^c
Social skills	10	15	13
Previous experience	11 ^a	1 ^{a,b}	10
Personality	12 ^a	3 ^{a,b}	8
Amount of formal education	13	13	14
Writing ability	14	17.5	16
Maturity	15	12	9 ^c
Previous track record	16 ^a	6 ^{a,b}	15
Age	17.5	17.5	17
Sex	17.5	16	18

Note: a = a significant educator-trainer difference
 b = a significant trainer-trainee difference
 c = a significant educator-trainee difference

Educators' Evaluation. The most important trait according to educators was the motivation to succeed, followed by oral communication skills, intelligence, attitude of hospitality, enthusiasm, technical skills, the ability to train, attention to detail, sense of priority, and social skills. The other traits were ranked below tenth in importance.

Trainers' Evaluation. The most important trait according to trainers was previous experience, followed by motivation to succeed, personality, oral communication skills, intelligence, previous track record, sense of priority, attitude of hospitality (tied with enthusiasm for a rank of 8.5), and ability to train. The other traits were considered less important than these ten.

Trainees' Evaluation. The trainees ranked motivation to succeed first in importance, followed by ability to train, sense of priority, oral communication skills, intelligence, attention to detail, enthusiasm, personality, maturity, and previous experience. The other traits were all ranked lower than these ten in importance.

Similarities in Evaluations. Three traits were ranked in the top five by all three groups: motivation to succeed, oral communication skills, and

intelligence. In other words, all three types of respondents agreed that these were the most important traits for managers to have. In addition, three other traits ranked in the top ten according to all three groups: enthusiasm, ability to train, and sense of priority. Thus these traits were generally accorded secondary importance overall. None of the rest of the traits were generally agreed upon as being high in importance, but these four traits were agreed upon as being low in importance: the amount of formal education, writing ability, age, and sex.

Differences in Evaluations. T-tests and Mann-Whitney U-tests were computed between each pair of groups for each trait. In Table 3, the letter a next to a trait indicates that educators and trainers differed significantly (at the $P < 0.05$ level) in evaluating that trait. The letter b indicates significant differences between trainer and trainee, while c reveals significant educator-trainee differences. As can be seen, trainers ranked previous experience, personality, and previous track record significantly higher than did educators. Compared to trainers, trainees evaluated ability to train and attention to detail as being more important, while trainees evaluated previous experience, personality, and previous track record as being lower in importance. The generalization could be made that trainees stressed potential more, whereas trainers stressed proven performance more. It appears that trainees desire their skills as trainees to be more important, perhaps because they have not yet had the opportunity to prove themselves in actual managerial jobs.

MOTIVATING MANAGERS

The availability of good trainees for a good training program is only part of the story, of course. After even the best of training, managers need to be motivated to perform well. Table 4 lists the factors that were considered effective in motivating managers as ranked separately by educators and by trainers.

TABLE 4. Ranking of Factors Considered Effective in Motivating Managers

FACTOR:	RANKED BY EDUCATORS:	RANKED BY TRAINERS:
Positive working environment	1	2
Recognition	2	3.5
Compensation	3.5	5
Self-realization	3.5	9.5
Autonomy	5	9.5
Effective evaluation	6	7
Promotion from within	7	1
Benefits	8	3.5
Status	9	11
Ego-gratification	10	7
Bonuses	11	7

Note: Spearman correlation (r_s) = 0.32; $P > 0.05$

As before, ties are indicated by two or more traits having the same rank number. The traits are listed in the order of descending effectiveness as ranked by educators. Thus educators rated a positive working environment first, followed by recognition, compensation (tied with self-realization), and autonomy. Trainers ranked promotion from within first, followed by positive work environment, recognition (tied with benefits), and compensation. Three factors were ranked in the top five by both groups: positive working environment, recognition and compensation. Both groups agreed that effective evaluation, status, ego-gratification, and bonuses were relatively less important.

A Spearman correlation was computed between the two different rankings. Such a correlation can indicate whether the two groups generally agreed with each other. In this case, the correlation came out as 0.32, which was not significant ($P < 0.05$). This means that the two groups didn't agree significantly. Trainers generally ranked promotion from within and benefits much higher than did educators, whereas educators ranked self-realization and autonomy much higher than did trainers. To generalize, trainers tended to evaluate external or material outcomes as being more effective, while educators tended to evaluate internal or psychological factors as being more effective. There were some exceptions to this trend, however. For example, among educators, compensation tied with self-realization for 3.5.

COMMUNICATION OF OBJECTIVES

When introducing students to any kind of training program, it is important to ensure that they know and understand the objectives of their program. When asked about whether or not objectives were communicated and how they were communicated, the three different groups gave somewhat different answers (see Table 5). All educators and trainers claimed that they communicated objectives. They only differed between themselves with regard to method.

TABLE 5. Communication of Objectives

<u>PERCENTAGE SAYING THEY WERE COMMUNICATED:</u>	<u>EDUCATORS:</u>	<u>TRAINERS:</u>	<u>TRAINEES:</u>
In one way or another	100.0%	100.0%	87.2%
By oral communication	89.7	90.0	76.5
By written handout	100.0	85.0	63.9
By visual presentation	41.4	55.0	49.7

Note: * denotes a significant educator-trainer difference.

Educators relied more on written handouts ($P < 0.05$), while trainers relied somewhat more on oral communication and visual presentation, although these two differences were not statistically significant.

While trainers claimed they always gave out objectives, their own trainees disagreed slightly (though not significantly in the statistical sense). Only 87.2% of trainees claimed they had received communication of objectives. Specifically, their perception of goal communication in each of the three categories was less than what trainers claimed.

THE TYPICAL TRAINING PROGRAM

By taking arithmetic means (averages) of group responses, and by noting the alternatives with the highest frequency of selection, we were able to put together a composite picture of the typical or "average" industrial management training program. Table 6 has the results.

TABLE 6. The Typical Training Program

<u>TOPIC</u>	<u>LENGTH OF TIME (IN DAYS):</u>	<u>MOST COMMON TRAINING TECHNIQUES USED:</u>	<u>MOST COMMON EVALUATION TECHNIQUES USED:</u>
Orientation	4.6	Lectures	Oral feedback
Skills training	47.6	On-the-job	Oral Feedback, practical
Supervisory training	97.5	Lectures, role-playing, group disc.	Oral feedback
Administration	8.4	Lectures, on-the-job	Oral & written feedback
General business	1.5	Lectures, group disc.	Scheduled exams
Refresher training	5.8	Lectures, role-playing, group disc.	Supervisor evaluation, oral feedback

As can be seen, industry programs focused considerable time on applied or practical skills and supervisory training, but very little on general, background areas. They depended heavily on the lecture technique, but also widely employed role-playing, group discussions, and on-the-job training. In terms of evaluation techniques, they employed considerable oral and written feedback as well as scheduled exams.

THE TYPICAL EDUCATIONAL PROGRAM

We similarly put together a composite picture of the "average" college and university management program. The results are in Table 7. In comparison to the typical commercial training program, the educational one has more spread of emphasis among a number of different areas rather than concentration in one or two major areas.

TABLE 7. The Typical Educational Program

<u>TOPIC</u>	<u>AVERAGE CREDIT HOURS:</u>	<u>MOST COMMON TRAINING TECHNIQUES USED:</u>	<u>MOST COMMON EVALUATION TECH- NIQUES USED:</u>
Introduction	4.5	Lectures	Scheduled exams
General business	26.6	Lectures	Scheduled exams
Food & bev. management	7.3	Lectures	Scheduled exams
Sanitation/safety	7.2	Lectures	Scheduled exams
Internship/coop work	6.8	On-the-job	Supervisor eval.
Computers/infor. systems	6.6	Lectures	Scheduled exams
Food preparation lab	6.4	Laboratory	Scheduled exams
Personnel management	5.2	Lectures	Scheduled exams
Hospitality law	3.5	Lectures	Scheduled exams
Nutrition	3.2	Lectures	Scheduled exams
Energy management	2.9	Lectures	Scheduled exams
Equipment layout & design	2.8	n/a	n/a
Purchasing	1.9	n/a	n/a
Housekeeping & maintenance	1.3	n/a	n/a

There is also more emphasis on general background material as well as reasonable coverage of practical and applied topics. Note particularly the educators' heavy emphasis on general business (26.6 credit hours) as compared to the trainers (1.5 days of training). In terms of training techniques, the lecture technique was the most commonly applied in almost every case. The only exception was the use of on-the-job training for the internship/coop work experience. In terms of evaluation techniques, scheduled examinations were always the most common approach except for the internship, which required supervisor evaluation.

The last three topics in Table 7 were topics written in the "Other" spaces by a number of respondents. But they did not note the training and evaluation techniques associated with those topics, so those rows in the table are blank.

The next tables provide more detail on the extent of topics covered and the training and evaluation techniques used by both educators and trainers.

TOPICS COVERED IN INITIAL TRAINING

Table 8 lists the results for each group separately. Results are given in terms of the per cent of each group that indicates coverage of the given topic during initial managerial training. The topics in the first column are listed in order of descending percent of coverage among educators. As can be seen, the percent of coverage among trainers differs considerably in many instances.

TABLE 8. Percentage of Programs Covering a Given Topic

TOPIC	% OF EDUCATORS:	% OF TRAINERS:
Accounting	93.1	50.0 ^c
Personnel	93.1	60.0
Management	89.6	80.0
Communication	89.6	70.0 ^a
Menu development	89.6	30.0 ^c
Cooking principles	89.6	70.0 ^a
Marketing/merchandising	86.2	55.0 ^b
Leadership/supervision	86.2	90.0
Selection & Procurement	86.2	65.0 ^b
Equipment	82.7	75.0
Sanitation	82.7	90.0
Economics	82.7	5.0 ^c
Beverage management	82.7	45.0 ^b
Motivation	82.7	50.0 ^b
Decision making	82.7	45.0 ^b
Liberal arts	82.7	0.0 ^c
Computers	79.3	30.0 ^c
Nutrition	75.8	25.0 ^c
Business law	75.8	30.0 ^c
Finance	75.8	30.0 ^c
Labor relations	75.8	70.0
Psychology	75.8	15.0 ^c
Human relations	75.8	60.0
Food Science	72.4	0.0 ^c
Safety	72.4	95.0
Sociology	72.4	10.0 ^c
Goal-setting	68.9	70.0
Management by objectives	68.9	40.0 ^a
Time management	62.0	50.0
Productivity	62.0	40.0
Tourism	62.0	10.0 ^c
Business math	62.0	5.0 ^c
Public relations	58.6	65.0
Ethnics & social responsibility	58.6	50.0
Energy management	51.7	60.0
Culinary arts	27.5	25.0
Ecology	24.1	5.0 ^a

Note: a denotes a difference between the groups significant at $P < 0.05$

b denotes a difference significant at $P < 0.01$

c denotes a difference significant at $P < 0.001$

The asterisks reveal the statistical significance of these differences between the two groups for each topic, as indicated by t-tests. No asterisk means that the difference is not statistically meaningful. $P < 0.05$ means that the probability of these results occurring purely by chance is less than five out of a hundred, $P < 0.01$ means the probability is less than one out of a hundred, etc. Clearly, the two types of programs differ considerably in the statistical sense.

Topics Favored by Educators. The most common ten topics were accounting, personnel, management, communication, menu development, cooking principles, marketing/merchandising, leadership/supervision, selection and procurement, and equipment. Of the total 37 topics, 23 were covered by at least three-fourths of educational institutions, 28 were covered by at least two-thirds, and 35 were covered by at least one-half. This represents a high level of consensus when almost all topics are agreed upon by a majority of institutions as being important enough to include.

A number of topics had a frequency of coverage among educators which was 50 percentage points or more higher than that among trainers: menu development, economics, liberal arts, nutrition, psychology, food science, sociology, tourism, and business math. In addition to these nine topics, ten more were between 25 and 49 percent more common at educational institutions. These ten are: accounting, personnel, marketing/merchandising, beverage management, motivation, decision-making, computers, business law, finance, and management by objectives. Some of these topics that were more common among educators are applied or practical in orientation, but to a large extent, this list of topics is of the liberal arts variety. Clearly, then, educational programs provide more breadth and variety than do training programs.

Topics Favored by Trainers. The most common ten topics were: safety, leadership/supervision, sanitation, management, equipment, communication, cooking principles, labor relations, goal-setting, and selection and procurement (tied with public relation for tenth place). All of these topics fit into the category of applied or technical, rather than general. Of the complete list of 37 topics, only 5 were covered by at least three-fourths of trainers, 9 were covered by at least two-thirds, and 19 were covered by at least one-half. These numbers are far less than the corresponding ones for educators. Thus, training programs are far more limited in scope and more applied in orientation than are educational programs.

However, a few topics were more common in training programs, although not to a statistically significant extent: leadership/supervision, sanitation, safety, goal-setting, public relations, and energy management. Again, these are the applied areas of direct practical significance.

Topics Agreed Upon by Both Groups. These six topics made the most frequent ten list for both groups: management, communication, cooking principles, leadership/supervision, selection and procurement, and equipment. Thus these topics appear to be of great concern across the board.

Communication. Written and oral communication skills training should receive special attention. This topic is so important and fundamental to all others that it merits a special mention. As listed in Table 3, communication skill was ranked in overall second place among the most important traits for a manager to possess. As listed in Table 8, this topic was one of the most frequently covered ones at all institutions. Communication is vital for a manager to train employees, motivate them, develop goals with them, lead, and supervise them--in short, to manage them. Written skills are usually taught in educational programs, but often oral skills are relatively neglected. Both types should be taught to all potential managers.

Thomas Newburg³ gives these suggestions for teaching communication skills:

- * Require practice in writing memoranda for internal use and the main sorts of correspondence for external use.
- * Require practice in writing weekly status reports on work progress made during the week.
- * Require frequent oral reports, both person-to-person and before a group. Give advice on presentations and how to be professional on the phone.
- * For those who need it, recommend formal speech training in optional courses.

MANAGEMENT TRAINING TECHNIQUES IN USE

We also asked educators and trainers which training techniques they thought were most effective and which they used in their foodservice management training programs. The techniques are listed in Table 9 in their ranked sequence of effectiveness, beginning with the most effective technique and proceeding in order of decreasing effectiveness as ranked by educators.

TABLE 9. Management Training Techniques in Use

RANK OF EFFECTIVENESS:	TECHNIQUE:	EDUCATORS USING		TRAINERS USING	
		FREQUENCY:	RANK	FREQUENCY:	RANK
1.	Seminars/group discussion	46%	5.5	70%	4
2.	Lectures	93	1	80	1
3.	Role playing	46	5.5	75	2.5 ^a
4.	On-the-job	71	3	75	2.5
5.	Laboratories	86	2	25	16 ^b
6.	Case studies	46	5.5	45	9.5
7.	Individualized develop.	32	12.5	45	9.5
8.	Simulation	29	14	55	5.5
9.	Management games	36	11	45	9.5
10.	Observation	39	9.5	45	9.5
11.	Films	39	9.5	55	5.5
12.	Television/videotapes	18	15	50	7 ^a
13.	Film strips	32	12.5	35	13.5
14.	Computer-assisted instruc.	46	5.5	30	15
15.	Slides	43	8	40	12
16.	Programmed instruction	14	16	35	13/5

Note: a denotes a group difference significant at $P < 0.05$

b. denotes a group difference significant at $P < 0.001$

The percent of each group which reported using the technique is given, followed by the frequency rank based on percent of use. (For example, among educators, the lecture technique with 93% of use is given rank 1, while programmed instruction with 14% of use is given rank 16. Ties are indicated by having more than one technique share the same rank). The three techniques which are used to significantly different degrees by the two groups (as revealed by chi-square tests) are indicated by asterisks.

Techniques Favored by Trainers. Of the five techniques perceived as most effective, four were among the most commonly used by trainers: lectures, role-playing, on-the-job training, and seminars/group discussion. The fifth most commonly used techniques (simulation tied with films) ranked only 8th and 11th, respectively, in terms of perceived effectiveness. The fifth most effective technique (laboratories) ranked 16th in terms of frequency of use.

Techniques Favored by Educators. The five techniques rated as most effective were also the five techniques most frequently used by educators: seminars/group discussion, lectures, role-playing, on-the-job training, and laboratories. However, the exact order of these five was not the same. For example, the lecture technique, which was ranked second in perceived effectiveness, ranked first in use (with 93% using it). But the seminar/group discussion technique, which was ranked first in perceived effectiveness, ranked only 5.5 in terms of use, with half as many using this (46%) compared to lectures. It appears that educators don't always take their own advice by emphasizing the more effective techniques to a greater degree.

Techniques in Limited Use. These six techniques were the least used among both groups: slides, observation, management games, individualized development film strips, and programmed instruction. In addition, three other techniques were used by 45% or fewer of educators: films, simulation, and television/videotapes. These underutilized techniques are mostly of the visual aids variety. Three other techniques were used by 45% or less of trainers: case studies, computer-assisted instruction, and laboratories.

Differences Between Groups. For several techniques, the two groups differed considerably, although not always significantly, in terms of the percent utilizing them. Overall, educators used five training techniques more, while trainers used 11 more. The average use across all techniques for educators was 44.8% while for trainers it was 50.3%. This is a significant group difference according to the Sign Test ($P < 0.01$). Therefore, there was a clear trend for trainers to use more training techniques than did educators. In particular, educators tended to use the traditional teaching techniques like lectures and laboratories ($P < 0.001$) more, while trainers tended to use the more innovative or involving techniques like individualized development, simulation, television/videotapes ($P < 0.05$), programmed instruction, seminars/group discussion, and role-playing ($P < 0.05$). It appears that educators lag behind trainers in the adoption of interactive techniques. A case in point is the seminar/group discussion technique, which was ranked first in effectiveness, yet used by only 46% of educators.

Seminar/Group Discussion Technique. Because of its perceived importance, this technique deserves special consideration. There are many types of group verbal interaction. For example, there is the standard seminar in which students take turns making presentations. There is the usual class discussion in which the teacher throws out a few questions and solicits comments. Brainstorming, in which all participants are encouraged freely to open up and share ideas in a noncritical atmosphere, is another familiar technique. A more recent variation is the Quality Circle or Training Circle⁴ in which a small group meets regularly to discuss and solve common or mutual problems. There are many potential advantages to any or all of these approaches:

- * They involve or immerse the student in the material at hand.
- * They require participation on the part of group members, not allowing them to remain passive or just day-dream.
- * They provide practice in social interaction and skills.
- * They provide practice in oral communication.
- * They require rapid cognitive responses, or "thinking on one's feet."
- * They provide practice in decision-making.
- * They increase member commitment towards answers or solutions which have been jointly worked out by the group.

The value of this technique is well recognized. This survey showed that it ranked first in effectiveness, although only 70% of trainers and 46% of educators reported using it. However, it can quickly degenerate without proper guidance. Group discussion requires effective leadership to keep students off tangents and on the topic at hand. Despite the potential for time-wasting, this technique should be considered for all courses or major segments of training programs.

EVALUATION TECHNIQUES IN USE

We also asked the two groups which evaluation techniques they used in their foodservice management training programs. Table 10 lists the results. The percent of each group that used given technique is presented. Then the techniques are ranked in terms of descending frequency of use among that group. The techniques are listed according to this sequence among educators. As before, ties are indicated by more than one term having the same rank.

Techniques Favored by Educators. The most popular five evaluation techniques used by educators were scheduled exams, practical exams, supervisor evaluation, term papers, and pop quizzes (tied with objective questions for a rank of 5.5). These are mainly the traditional techniques known to generations of educators.

Techniques Favored by Trainers. The most popular five evaluation techniques used by trainers were oral feedback, practical exams, supervisor evaluation, scheduled exams, and written feedback. Three techniques made the top five on both lists: scheduled exams, practical exams, and supervisor evaluation. The other two favorites of trainers--oral and written feedback--are techniques easier to handle in small groups where the teacher knows each student fairly well (as opposed to large anonymous classes).

TABLE 10. Evaluation Techniques in Use

TECHNIQUE:	EDUCATORS USING		TRAINERS USING	
	FREQUENCY:	RANK:	FREQUENCY:	RANK:
Scheduled exams	89%	1	45%	4 ^b
Practical exams	67	2	55	2
Supervisor evaluation	57	3	50	3
Term papers	53	4	5	15 ^b
Pop quizzes	50	5.5	20	12 ^a
Objective questions	50	5.5	30	8
Subjective questions	46	7	25	10.5
Comprehensive exam	35	9	25	10.5
Oral feedback	35	9	60	1
Written feedback	35	9	40	5
Self-evaluation	32	11	30	8
Research projects	28	12	10	14
Peer evaluation	25	13	35	6
Computer-assisted evaluation	21	14	15	13
Oral exams	14	15	30	8

Note: a. denotes a group difference significant at $P < 0.05$
 b. denotes a group difference significant at $P < 0.001$

Techniques in Limited Use. Seven of the 15 techniques were used by less than 45% of both groups: comprehensive exams, written feedback, self-evaluation, research projects, peer evaluation, computer-assisted evaluation, and oral exams. These are generally the more innovative and/or time-consuming techniques.

Differences Between Groups. Overall, educators used 11 techniques more, while trainers used only four more. The average use across all evaluation techniques for educators was 42.5%, while for trainers, it was only 31.7%. This is a significant group difference according to the Sign Test ($P < 0.001$). Therefore, there is a clear trend for educators to use more evaluation techniques than trainers. In particular, educators tended to use the traditional techniques like scheduled exams ($P < 0.001$), term papers ($P < 0.001$), and pop quizzes ($P < 0.05$) more. On the other hand, trainers used the more personal techniques like oral feedback, written feedback, peer evaluation, and oral exams more. In spite of the fact that educators used more evaluation techniques overall, they seemed clearly deficient in the use of oral evaluation techniques.

RECOMMENDATIONS

1. Among other questions, hospitality management educators, trainers, and trainees were asked what are the most important traits for managers to possess. These three traits ranked in the top five in terms of importance among all three survey groups: motivation to succeed, oral communication skills, and intelligence. Three other traits ranked in the top ten, among all three groups of respondents: enthusiasm, ability to train, and sense of priority. To help ensure that Navy food service managers possess these skills, it is recommended that they be considered when the Navy selects candidates for management level training, particularly the Navy's Mess Management Specialist "C" course in Management Principles.

2. The educator and trainer groups of respondents were also asked what factors help motivate management trainees toward superior performance. Three factors were ranked in the top five in importance by both groups: a positive working environment, recognition, and compensation. To help motivate trainees in Navy management programs, it is recommended that special attention be paid to these factors. Levels of compensation, of course, cannot be controlled at the level of the Navy Food Service Systems Office or the individual school administrators. However, the total value of compensation, including better benefits, equivalents in taxable dollars, and the impact on future earning power, etc., could be thoroughly explained to trainees and stressed to build motivation. Recognition could be supplied in terms of attention, certificates, and various honors for achievement. And working within limitations of budget, training administrators could strive to make the learning environment as positive as possible.

3. Having goals for learning helps to build trainees' motivation and provide direction for their learning efforts. Yet among the respondents in this survey, trainees reported goal communication less often than did educators and trainers. Whether this discrepancy is due to trainers exaggerating in the negative direction, or trainees accidentally missing or misperceiving attempted communications is not important. Regardless of the reason, it appears that goal communication sometimes presents problems. Therefore, it is recommended that Navy instructors make every effort to communicate the goals of their training programs to management trainees. These goals should be stressed not only at the beginning of a program, but at the start of each major unit or section, and conceivably at the beginning of each period of instruction.

4. Trainers and educators were also asked what topics they covered in their training programs. These nine topics were covered by two-thirds or more of both types of program: accounting personnel, management, leadership/supervision, communications, goal-setting, labor relations, cooking principles, equipment, sanitation, and safety. Ten other topics were covered by at least half of both types of program: accounting, personnel, marketing/merchandising, selection and procurement, motivation, human relations, time management, public relations, ethics and social responsibility, and energy management. Since these are the topics agreed upon as being significant for effective management, it is recommended that they be included in military food service management training programs.

These topics can be covered through a combination of schools ("A", "C" production, and "C" management schools), in-service training by the Food Management Teams or instructors from nearby culinary schools, or on-the-job training with manuals or videotapes. In addition to these 19 topics, the uniquely military topics, e.g., military supply forms and wardroom procedures, would still need to be continued.

5. Moreover, it is recommended that some computer training be provided (now covered by 79.3% of educators, but only 30.0% of trainers). The Navy and Marine Corps are implementing automated food service systems run by computers to help dining facility managers reduce their load of paperwork. Thus future managers will need to know how to use computers. Several hours of specific training on how to use the new automated systems should be included.

6. Communication skills are so fundamental and important for good management, that it is recommended that all programs include some training in oral and written communications.

7. When asked about the effectiveness of different management training techniques, educators rated seminars/group discussion as most effective, followed by lectures, role playing, on-the-job training, and laboratories, in order of declining effectiveness. It is recommended that each Navy training program make use of a variety of training techniques in addition to the traditional lectures and laboratories. Not only does variety help sustain trainee interest, but techniques such as seminars/group discussions are rated as more effective than traditional ones.

8. It is recommended that each training program make use of the most relevant evaluation techniques for the material at hand. For example, for lecture material, scheduled exams seem appropriate; for laboratories, practical exams appear more pertinent; whereas for communication skills training, oral and written feedback seem superior.

REFERENCES

1. A.W. Kruglanski. Much ado about the "volunteer artifacts." Journal of Personality and Social Psychology, 1973, 23, 348-353.
2. M.J. Etzel and B.J. Walker. Effects of alternative follow-up procedures on mail survey response rates. Journal of Applied Psychology,
3. T.A. Newburg. Exercises for better management development. Personnel Journal, 1980, 59, (10), 850.
4. L. Robinson. Training circles, the fearless way to train. Training and Development Journal, 1982, 36, (7), 12.

APPENDICES

- A. Industry Training Programs Surveyed
- B. College and University Programs Surveyed
- C. Hospitality Management Trainer Survey
- D. Hospitality Educator Survey
- E. Hospitality Management Trainee Survey

APPENDIX A

INDUSTRY TRAINING PROGRAMS SURVEYED

Arby's	International House of Pancakes
Big Cheese Pizza Corp.	Kentucky Fried Chicken
Borel Restaurant Corp.	Magic Pans
Brown Derby	Marriott Corp. - Human Resources Division
Burger Chef	Marriott Corp. - Staff Services Division
Burger Queen	Marriott Corp. - Training & Organizational Development Center
Casa Gallardo	McDonald's Hamburger Univ.
Chart House	Mexican Foods of America
Church's Fried Chicken	Mr. Steak
Cork 'N' Cleaver	Ogden Food Service Corp.
Country Kitchen International	Pawnshop Restaurants
Dankos Enterprises	Perkins Cake & Steak
Disney Hotel-Wrathier Corp.	Pizza Hut
Dobbs Houses	Ponderosa Steak House
Garcia's Restaurants	Popeyes Fried Chicken
Gilbert/Robinson, Inc.	Red Lobster
Gino's	Roy Rogers Restaurants
Grace Restaurant Company	Saga Corp.
Greyhound Food Management	Steak 'N' Shake
Ground Round	Stouffer Corp.
Harley Hotels	Straw Hat Restaurant Corp.
Hilton Inns	Taco Bell
Hoffman House Restaurants	Taco Viva
Holiday Inn-Conference Center	TGI Friday's

APPENDIX A (cont'd)

INDUSTRY TRAINING PROGRAMS SURVEYED

Holiday Inn-Food & Beverage
Division

Walt Disney World

Holiday Inn-University

Zim's Restaurants

Howard Johnson's

APPENDIX B

COLLEGE AND UNIVERSITY PROGRAMS SURVEYED

Bowling Green State Univ.	Rochester Institute of Technology
Bryant College	Transylvania University
California State Polytechnic Univ.	Univ. of Denver
Central Michigan Univ.	Univ. of Hawaii
Crowder College	Univ. of Houston
East Stroudsburg State College	Univ. of Maryland-Eastern Shore
Ferris State College	Univ. of Massachusetts
Florida International Univ.	Univ. of Nevada
Florida State Univ.	Univ. of New Hampshire
Huston-Tillotson College	Univ. of New Hampshire-Whittemore School
Indiana Univ. - Purdue Univ. at Indianapolis	Univ. of New Orleans
James Madison Univ.	Univ. of South Carolina
Johnson & Wales College	Univ. of Southern Mississippi
Kansas State Univ.	Univ. of Tennessee
Kirkoff College	Univ. of Wisconsin-Stout
Mercy College of Detroit	Virginia State Univ.
Mercyhurst College	Washington State Univ. - Pullman
Michigan State Univ.	Washington State Univ. -Seattle
Morehead State Univ.	Western Kentucky Univ.
New Hampshire College	
Northeastern Univ.	
Pennsylvania State Univ.	
Purdue Univ.	

APPENDIX C

Survey to be Completed by Hospitality Management Trainers

This survey is being conducted by the US Army Natick Research and Development Laboratories in Natick, Massachusetts. The data collected from the following survey will be used to statistically identify the management training techniques currently used within the food and beverage industry. The data will be analyzed to indicate the most popular techniques which could possibly be implemented into the US Navy and Marine food service training centers. In answering the following questions, please keep in mind the training of food service management personnel only, and not the training of cooks, kitchen help, dining room personnel, etc.

1. From where do you select potential managers? (Please indicate percentage from each source in space provided)

_____ Promoted from within
_____ Recruited from colleges
_____ Recruited from competitors
_____ Attracted from ads
_____ Other (specify) _____

2. What traits do you look for in a potential manager? Pick the five most important traits in your opinion and rank order them by writing #1 next to the most important, #2 next to the next most important, etc.

_____ Ability to train
_____ Sense of priority (urgency)
_____ Attention to detail
_____ Social skills
_____ Technical skills
_____ Oral communication skills
_____ Writing ability
_____ Intelligence
_____ Age
_____ Previous experience
_____ Amount of formal education
_____ Motivation to succeed
_____ Personality
_____ Attitude of hospitality
_____ Sex
_____ Maturity
_____ Enthusiasm _____ Previous track record

PLEASE TURN THE PAGE.

3. Please check the types of training each manager experiences and indicate the time spent in each:

____ Orientation for ____ days
____ Skills training for ____ days
____ Supervisory training for ____ days
____ Administration for ____ days
____ General business (economics, finance, etc.) for ____ days
____ Refresher training for ____ days per year

4. For each type of training, please indicate the location of training by placing the appropriate letter to the left.

a. National Training Center d. School/college campus
b. Regional Office e. Correspondence
c. In-house

____ Orientation
____ Skills training
____ Supervisory training
____ Administration
____ General business
____ Refresher training

5. Of the various management training techniques listed below, please write the letter of each one that is used in each type of management training. (List all that apply)

a. Role playing	i. Individualized development
b. Lectures	j. Laboratories
c. Seminars/Group Discussion	k. Observation
d. Television	l. On-the-job
e. Simulation	m. Case studies
f. Programmed Instruction	n. Film strips
g. Computer Assisted Instruction	o. Slides
h. Management Games	p. Films
	q. Other (specify) _____

- ☐ Orientation
- ☐ Skill training
- ☐ Supervisory training
- ☐ Administration
- ☐ General business
- ☐ Refresher training

6. Are training objectives (what the potential manager is to learn) communicated prior to training?

☐ Yes ☐ No

If YES, please indicate the method(s) of communication by checking as many of the following that apply:

- ☐ Oral communication (whether live or recorded)
- ☐ Written hand-out
- ☐ Visual presentation (on board, slides, etc.)

7. In your initial training (not including refresher courses) of a potential manager, please check which of the following topics are included.

- | | |
|--|---|
| a. <input type="checkbox"/> Business Law | r. <input type="checkbox"/> Sanitation |
| b. <input type="checkbox"/> Accounting | s. <input type="checkbox"/> Nutrition |
| c. <input type="checkbox"/> Finance | t. <input type="checkbox"/> Equipment |
| d. <input type="checkbox"/> Business Math | u. <input type="checkbox"/> Selection & Procurement |
| e. <input type="checkbox"/> Marketing/Merchandising | v. <input type="checkbox"/> Computers |
| f. <input type="checkbox"/> Economics | w. <input type="checkbox"/> Food Science |
| g. <input type="checkbox"/> Psychology | x. <input type="checkbox"/> Beverage Management |
| h. <input type="checkbox"/> Sociology | y. <input type="checkbox"/> Menu Development |
| i. <input type="checkbox"/> Management | z. <input type="checkbox"/> Safety |
| j. <input type="checkbox"/> Energy Management | aa. <input type="checkbox"/> Cooking Principles |
| k. <input type="checkbox"/> Ecology | bb. <input type="checkbox"/> Tourism |
| l. <input type="checkbox"/> Communication | cc. <input type="checkbox"/> Liberal Arts |
| m. <input type="checkbox"/> Leadership/Supervision | dd. <input type="checkbox"/> Human Relations |
| n. <input type="checkbox"/> Public Relations | ee. <input type="checkbox"/> Culinary Arts |
| o. <input type="checkbox"/> Personnel | ff. <input type="checkbox"/> Motivation |
| p. <input type="checkbox"/> Ethics & Social Responsibility | gg. <input type="checkbox"/> Time Management |
| q. <input type="checkbox"/> Labor Relations | hh. <input type="checkbox"/> Decision Making |
| | ii. <input type="checkbox"/> Goal Setting |
| | jj. <input type="checkbox"/> Management by Objectives |
| | kk. <input type="checkbox"/> Productivity |
| | ll. <input type="checkbox"/> Other (specify) _____ |

8. Please check the following contributing factors to effective motivation of managers which are found in your organization.

- | | |
|---------------------------------------|----------------------------------|
| a. _____ Promotion from within | g. _____ Managers given autonomy |
| b. _____ Positive working environment | h. _____ Status |
| c. _____ Compensation | i. _____ Recognition |
| d. _____ Benefits | j. _____ Self-realization |
| e. _____ Effective evaluation | k. _____ Ego-gratification |
| f. _____ Bonuses | l. _____ Other (specify) _____ |

9. For each type of training, please indicate the method of evaluation by placing the appropriate letter at left. (List as many as apply)

- | | |
|-------------------------------|--|
| a. Pop-quizzes | i. Oral feedback |
| b. Scheduled exams | j. Written feedback |
| c. Practical (hands-on) exams | k. Term paper |
| d. Oral exams | l. Research project |
| e. Comprehensive exams | m. Computer assisted evaluation |
| f. Self evaluation | n. Objective questions (true-false, multiple choice, etc.) |
| g. Peer evaluation | o. Subjective questions (essay, discussion, etc.) |
| h. Supervisor evaluation | p. Other (specify) _____ |

- _____ Orientation
- _____ Skills Training
- _____ Supervisory Training
- _____ Administration
- _____ General Business
- _____ Refresher Training

10. Do you require any certification for your managers?

_____ YES _____ NO

If YES, please indicate source of certification as follows:

_____ American Culinary Federation (ACF)

_____ National Restaurant Association (NRA)

_____ American Hotel & Motel Association (AH&MA)

_____ National Institute for the Food Service Industry (NIFI)

_____ Other (specify) _____

11. Please indicate how trainers are selected by checking the following characteristics most common to those in your organization

_____ Community College Education

_____ Bachelor's Degree

_____ Advanced Degree

_____ Hotel/Restaurant Degree

_____ Prior company experience

_____ Field experience

_____ Certified

_____ Previous teaching experience

_____ Previous management experience

_____ Demonstrated communication skills

_____ Background in foods

_____ Other (specify) _____

Please review the above list and place the number "1" by that characteristic which is most important, the number "2" by the next most and the number "3" by the next most important.

APPENDIX D

Survey to be Completed by Hospitality Educators

This survey is being conducted by the US Army Natick Research and Development Laboratories in Natick, Massachusetts. The data collected from the following survey will be used to statistically identify the management training techniques currently used within hospitality management educational programs at the bachelor's level. The data will be analyzed to indicate the most popular techniques which could possibly be implemented into the US Navy and Marine food service training centers. In answering the following questions, please keep in mind the training of food service management personnel.

1. What traits do you feel are most important for a manager to possess? Pick the five most important traits in your opinion and rank order the items by writing #1 next to the most important, #2 next to the next most important, etc.

- _____ Ability to train
- _____ Sense of priority (urgency)
- _____ Attention to detail
- _____ Social skills
- _____ Technical skills
- _____ Oral communication skills
- _____ Writing ability
- _____ Intelligence
- _____ Age
- _____ Previous experience
- _____ Amount of formal education
- _____ Motivation to succeed
- _____ Personality
- _____ Attitude of hospitality
- _____ Sex
- _____ Maturity
- _____ Enthusiasm _____ Previous track record

PLEASE TURN THE PAGE.

2. Please check the areas of education each student receives and indicate the credit hours spent in each.

____ Introduction, for ____ credit hours
____ Food and beverage management, for ____ credit hours
____ Food preparation laboratory, for ____ credit hours
____ General business (economics, finance, marketing, etc.), for ____ credit hours
____ Internship/cooperative work experience, for ____ credit hours
____ Personnel management, for ____ credit hours
____ Computers/information systems, for ____ credit hours
____ Sanitation/safety, for ____ credit hours
____ Hospitality law, for ____ credit hours
____ Energy management, for ____ credit hours
____ Nutrition, for ____ credit hours

Other related to food and beverage management (specify):

____, for ____ credit hours
____, for ____ credit hours
____, for ____ credit hours
____, for ____ credit hours
____, for ____ credit hours

3. Of the various management training techniques listed below, please write the letter of each one that is used in each area of education. (List all that apply)

- | | |
|----------------------------------|-------------------------------|
| a. Role playing | i. Individualized development |
| b. Lectures | j. Laboratories |
| c. Seminars/Group Discussion | k. Observation |
| d. Television | l. On-the-job |
| e. Simulation | m. Case studies |
| f. Programmed Instruction | n. Film strips |
| g. Computer Assisted Instruction | o. Slides |
| h. Management Games | p. Films |
| | q. Other (specify) _____ |

- ☐ Introduction
- ☐ Food and beverage management
- ☐ Food preparation laboratory
- ☐ General business (economics, finance, marketing, etc.)

- ☐ Internship/cooperative work experience
- ☐ Personnel management
- ☐ Computers/Information systems
- ☐ Sanitation/safety
- ☐ Hospitality law
- ☐ Energy management
- ☐ Nutrition

4. Are training objectives (what the potential manager is to learn) communicated prior to training?

☐ Yes ☐ No

If YES, please indicate the method(s) of communication by checking as many of the following that apply:

- ☐ Oral communication (whether live or recorded)
- ☐ Written hand-out
- ☐ Visual presentation (on board, slides, etc.)

PLEASE TURN THE PAGE.

5. In your initial training (not including refresher courses) of a potential manager, please check which of the following topics are included.

- | | |
|--|---|
| a. <input type="checkbox"/> Business Law | r. <input type="checkbox"/> Sanitation |
| b. <input type="checkbox"/> Accounting | s. <input type="checkbox"/> Nutrition |
| c. <input type="checkbox"/> Finance | t. <input type="checkbox"/> Equipment |
| d. <input type="checkbox"/> Business Math | u. <input type="checkbox"/> Selection & Procurement |
| e. <input type="checkbox"/> Marketing/Merchandising | v. <input type="checkbox"/> Computers |
| f. <input type="checkbox"/> Economics | w. <input type="checkbox"/> Food Science |
| g. <input type="checkbox"/> Psychology | x. <input type="checkbox"/> Beverage Management |
| h. <input type="checkbox"/> Sociology | y. <input type="checkbox"/> Menu Development |
| i. <input type="checkbox"/> Management | z. <input type="checkbox"/> Safety |
| j. <input type="checkbox"/> Energy Management | aa. <input type="checkbox"/> Cooking Principles |
| k. <input type="checkbox"/> Ecology | bb. <input type="checkbox"/> Tourism |
| l. <input type="checkbox"/> Communication | cc. <input type="checkbox"/> Liberal Arts |
| m. <input type="checkbox"/> Leadership/Supervision | dd. <input type="checkbox"/> Human Relations |
| n. <input type="checkbox"/> Public Relations | ee. <input type="checkbox"/> Culinary Arts |
| o. <input type="checkbox"/> Personnel | ff. <input type="checkbox"/> Motivation |
| p. <input type="checkbox"/> Ethics & Social Responsibility | gg. <input type="checkbox"/> Time Management |
| q. <input type="checkbox"/> Labor Relations | hh. <input type="checkbox"/> Decision Making |
| | ii. <input type="checkbox"/> Goal Setting |
| | jj. <input type="checkbox"/> Management by Objectives |
| | kk. <input type="checkbox"/> Productivity |
| | ll. <input type="checkbox"/> Other (specify) _____ |

6. In your opinion, which of the following factors contribute most to motivating managers? Pick the five most important factors in your opinion and rank order the items by writing #1 next to the most important, #2 next to the second most important, etc.

- | | |
|--|---|
| a. <input type="checkbox"/> Promotion from within | g. <input type="checkbox"/> Managers given autonomy |
| b. <input type="checkbox"/> Positive working environment | h. <input type="checkbox"/> Status |
| c. <input type="checkbox"/> Compensation | i. <input type="checkbox"/> Recognition |
| d. <input type="checkbox"/> Benefits | j. <input type="checkbox"/> Self-realization |
| e. <input type="checkbox"/> Effective evaluation | k. <input type="checkbox"/> Ego-gratification |
| f. <input type="checkbox"/> Bonuses | l. <input type="checkbox"/> Other (specify) _____ |

7. For each area of education, please indicate the method of evaluation by placing the appropriate letter at left. (List as many as apply)

- | | |
|-------------------------------|--|
| a. Pop-quizzes | i. Oral feedback |
| b. Scheduled exams | j. Written feedback |
| c. Practical (hands-on) exams | k. Term paper |
| d. Oral exams | l. Research project |
| e. Comprehensive exams | m. Computer assisted evaluation |
| f. Self evaluation | n. Objective questions (true-false, multiple choice, etc.) |
| g. Peer evaluation | o. Subjective questions (essay, discussion, etc.) |
| h. Supervisor evaluation | p. Other (specify) _____ |

____ Introduction
____ Food and beverage management
____ Food preparation laboratory
____ General business (economics, finance, marketing, etc.)

____ Internship/cooperative work experience
____ Personnel management
____ Computers, Information systems
____ Sanitation/safety
____ Hospitality law
____ Energy management
____ Nutrition

8. Does your hospitality management program require certification to graduate?

____ YES ____ NO

If YES, please indicate source of certification as follows:

____ American Culinary Federation (ACF)
____ National Restaurant Association (NRA)
____ American Hotel & Motel Association (AH&MA)
____ National Institute for the Food Service Industry (NIFI)
____ Other (specify) _____

PLEASE TURN THE PAGE.

9. Of the various management training techniques listed below, please pick the 5 most effective techniques in your opinion and rank order them by writing #1 next to the most effective, #2 next to the next most important, etc.)

- | | |
|----------------------------------|-------------------------------|
| a. Role playing | i. Individualized development |
| b. Lectures | j. Laboratories |
| c. Seminars/Group Discussion | k. Observation |
| d. Television | l. On-the-job |
| e. Simulation | m. Case studies |
| f. Programmed Instruction | n. Film strips |
| g. Computer Assisted Instruction | o. Slides |
| h. Management Games | p. Films |
| | q. Other (specify) _____ |

APPENDIX E

Survey to be Completed by Hospitality Management Trainees

This survey is being conducted by the US Army Natick Research and Development Laboratories in Natick, Massachusetts. The data collected from the following survey will be used to statistically identify the management training techniques currently used within the food and beverage industry. The data will be analyzed to indicate the most popular techniques which could possibly be implemented into the US Navy and Marine food service training centers.

1. What traits do you feel will make you the most effective manager? Pick the five most important traits in your opinion and rank order them by writing #1 next to the most important, #2 next to the next most important, etc.

____ Ability to train
____ Sense of priority (urgency)
____ Attention to detail
____ Social skills
____ Technical skills
____ Oral communication skills
____ Writing ability
____ Intelligence
____ Age
____ Previous experience
____ Amount of formal education
____ Motivation to succeed
____ Personality
____ Attitude of hospitality
____ Sex
____ Maturity
____ Enthusiasm ____ Previous track record

2. Please check the types of training you anticipate receiving and indicate the time spent in each.

____ Orientation for ____ days
____ Skills training for ____ days
____ Supervisory training for ____ days
____ Administration for ____ days
____ General business (economics, finance, etc.) for ____ days
____ Refresher training for ____ days per year

3. For each type of training, please indicate the location of training by placing the appropriate letter to the left.

- a. National Training Center
- b. Regional Office
- c. In-house
- d. School/college campus
- e. Correspondence

- _____ Orientation
- _____ Skills training
- _____ Supervisory training
- _____ Administration
- _____ General business
- _____ Refresher training

4. Of the various management training techniques listed below, please write the letter of each one that is used in each type of management training. (List all that apply)

- a. Role playing
- b. Lectures
- c. Seminars/Group Discussion
- d. Television
- e. Simulation
- f. Programmed Instruction
- g. Computer Assisted Instruction
- h. Management Games
- i. Individualized development
- j. Laboratories
- k. Observation
- l. On-the-job
- m. Case studies
- n. Film strips
- o. Slides
- p. Films
- q. Other (specify) _____

- _____ Orientation
- _____ Skill training
- _____ Supervisory training
- _____ Administration
- _____ General business
- _____ Refresher training

5. Are training objectives (what you are to learn) communicated prior to training?

_____ Yes _____ No

If YES, please indicate the method(s) of communication by checking as many of the following that apply:

- _____ Oral communication (whether live or recorded)
_____ Written hand-out
_____ Visual presentation (on board, slides, etc.)

6. In your initial training (not including refresher courses) please check which of the following topics are included.

- | | |
|---|------------------------------------|
| a. _____ Business Law | r. _____ Sanitation |
| b. _____ Accounting | s. _____ Nutrition |
| c. _____ Finance | t. _____ Equipment |
| d. _____ Business Math | u. _____ Selection & Procurement |
| e. _____ Marketing/Merchandising | v. _____ Computers |
| f. _____ Economics | w. _____ Food Science |
| g. _____ Psychology | x. _____ Beverage Management |
| h. _____ Sociology | y. _____ Menu Development |
| i. _____ Management | z. _____ Safety |
| j. _____ Energy Management | aa. _____ Cooking Principles |
| k. _____ Ecology | bb. _____ Tourism |
| l. _____ Communication | cc. _____ Liberal Arts |
| m. _____ Leadership/Supervision | dd. _____ Human Relations |
| n. _____ Public Relations | ee. _____ Culinary Arts |
| o. _____ Personnel | ff. _____ Motivation |
| p. _____ Ethics & Social Responsibility | gg. _____ Time Management |
| q. _____ Labor Relations | hh. _____ Decision Making |
| | ii. _____ Goal Setting |
| | jj. _____ Management by Objectives |
| | kk. _____ Productivity |
| | ll. _____ Other (specify) _____ |

PLEASE TURN THE PAGE.

7. In your opinion, which of the following factors contribute most to motivating managers? Pick the five most important factors in your opinion and rank order the items by writing "1" next to the most important, #2 next to the second most important, etc.

- | | |
|---------------------------------------|----------------------------------|
| a. _____ Promotion from within | g. _____ Managers given autonomy |
| b. _____ Positive working environment | h. _____ Status |
| c. _____ Compensation | i. _____ Recognition |
| d. _____ Benefits | j. _____ Self-realization |
| e. _____ Effective evaluation | k. _____ Ego-gratification |
| f. _____ Bonuses | l. _____ Other (specify) _____ |

8. For each type of training you have experienced thus far, please indicate the method of evaluation by placing the appropriate letter at left (List as many as apply)

- | | |
|-------------------------------|--|
| a. Pop-quizzes | i. Oral feedback |
| b. Scheduled exams | j. Written feedback |
| c. Practical (hands-on) exams | k. Term paper |
| d. Oral exams | l. Research project |
| e. Comprehensive exams | m. Computer assisted evaluation |
| f. Self evaluation | n. Objective questions (true-false, multiple choice, etc.) |
| g. Peer evaluation | o. Subjective questions (essay, discussion, etc.) |
| h. Supervisor evaluation | p. Other (specify) _____ |

- _____ Orientation
- _____ Skills Training
- _____ Supervisory Training
- _____ Administration
- _____ General Business
- _____ Refresher Training

9. Of the various management training techniques listed below, please pick the five most effective techniques in your opinion and rank order them by writing #1 next to the most important, #2 next to the next most important, etc.

- | | |
|----------------------------------|-------------------------------|
| a. Role playing | i. Individualized development |
| b. Lectures | j. Laboratories |
| c. Seminars/Group Discussion | k. Observation |
| d. Television | l. On-the-job |
| e. Simulation | m. Case studies |
| f. Programmed Instruction | n. Film strips |
| g. Computer Assisted Instruction | o. Slides |
| h. Management Games | p. Films |
| | q. Other (specify) _____ |

10. Please indicate the length of time you have been in your present management training program.

_____ Days _____ Weeks _____ Months